

DLM Appendix

Enter Data in Access (Personal Needs & Preferences) Profile

To enter data in the Access Profile, follow these steps:

1. Log into Educator Portal. Click **Configuration**.
2. Click **Students**.

Configuration: Students - View Students

Upload Summative Report Data | Rosters | **Students** | Organization | Roles | Batch Registration | « »

Select Action*: View Students ▼

SELECT ORGANIZATION
specify organization level and click on Search

STATE*: Hawaii ▼

REGION: Select ▼

AREA: Select ▼

DISTRICT: Select ▼

BUILDING: Select ▼

SCHOOL: Select ▼

Search

State ID	First Name	Last Name	Grade	School Name
	jack		Not Available	East Hawaii High School
	Hugo		Not Available	East Hawaii High School
	Meredith		Not Available	East Hawaii High School
	Cristina		Not Available	East Hawaii High School
	Alex		Not Available	East Hawaii High School
	Miranda		Not Available	East Hawaii High School
	Richard		Not Available	East Hawaii High School
	Derek		Not Available	East Hawaii High School
	Callie		Not Available	East Hawaii High School
	Mark		Not Available	East Hawaii High School

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3. In the drop down menu, click **View Students**.
4. Apply filters in the **Select Organization** fields to filter the information you need. Choose the organizational level(s) of interest, then use the drop-down menus under each organization to select the appropriate name of those levels (e.g., state, region, area, district, building, and school).
5. Sort, filter, or search as needed.

Identify the applicable student record report and scroll horizontally until the student's **PNP Profile** is visible. Click the tab to be redirected to the student's **PNP or Access Profile**.

District: East Hawaii School District
School: East Hawaii High School

Student Records

Group By: Remove Grouping

User will need to scroll over to find these columns for First Contact and the PNP Profile. User can move them where they want them to improve usability.

	State ID	First Contact	Access Profile	First Name	Last Name	School Name
<input type="checkbox"/>	808027	NOT_STARTED	NO SETTINGS	Jake	Ballard	East Hawaii High School
<input type="checkbox"/>	808023	NOT_STARTED	CUSTOM	Olivia	Pope	East Hawaii High School
<input type="checkbox"/>	808028	NOT_STARTED	NO SETTINGS	Fitz	Grant	East Hawaii High School
<input type="checkbox"/>	808024	NOT_STARTED	CUSTOM	Harrison	Wright	East Hawaii High School
<input type="checkbox"/>	808026	NOT_STARTED	CUSTOM	Quinn	Perkins	East Hawaii High School
<input type="checkbox"/>	808025	NOT_STARTED	CUSTOM	Abby	Whelan	East Hawaii High School
<input type="checkbox"/>	808022	NOT_STARTED	NO SETTINGS	Henry	Burton	East Hawaii High School
<input type="checkbox"/>	808021	NOT_STARTED	NO SETTINGS	Ellis	Grey	East Hawaii High School
<input type="checkbox"/>	808020	NOT_STARTED	NO SETTINGS	Adele	Webber	East Hawaii High School
<input type="checkbox"/>	808019	NOT_STARTED	NO SETTINGS	Denny	Duquette	East Hawaii High School

View Student Detail Page 1 of 3 View 1 - 10 of 30

Hint: Each student has a PNP launch point in Student Records. When an educator has provided information for this profile, the field will read "Custom" to indicate that the PNP has been customized for that particular student. If the field reads, "No Settings," no information has yet been provided.

- The next screen to appear is the student **Summary** tab of the PNP by default. Student demographics are available on the left and the current PNP profile settings are available on the right. The tabs at the top of the page break down accessibility options into three categories. Click **Edit Settings** to create or edit profile settings.

Jake Ballard

Summary Display Enhancements Language & Braille Audio & Environment Support System Independent

Student Demographics

FIRST NAME: Jake

MIDDLE NAME: Not Available

LAST NAME: Ballard

STATE ID: 808027

GRADE: Not Available

GENDER: Not Available

DATE OF BIRTH: Not Available

Current Profile Settings

No accessibility preferences have been set

[Edit Settings](#)

Hint: After each preference in the PNP has been saved, you will get an activation alert verifying that these settings have been saved successfully.

7. Click the **Display Enhancements** tab to review and select options.

The screenshot shows the 'Display Enhancements' tab selected. It contains several settings:

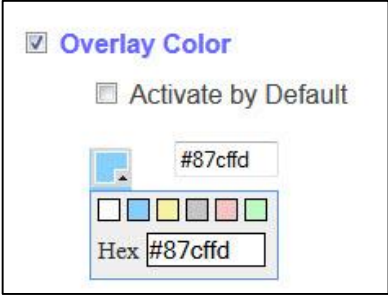

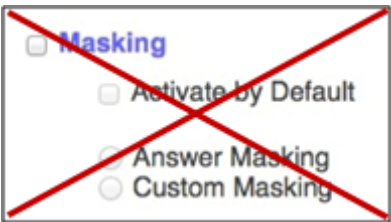
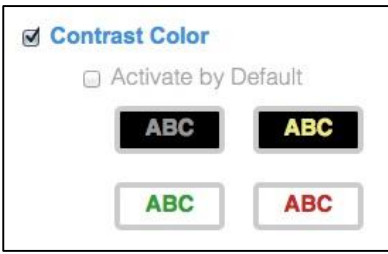
- Magnification:** A dropdown menu currently showing '2x'.
- Overlay Color:** A color selection area with a small square icon and a text input field.
- Invert Color Choice:** A checkbox labeled 'Invert Color Choice' and an 'Activate by Default' checkbox.
- Masking:** Radio buttons for 'Answer Masking' and 'Custom Masking', and an 'Activate by Default' checkbox.
- Contrast Color:** Four color swatches labeled 'ABC' in different colors (black, yellow, green, red) and an 'Activate by Default' checkbox.
- Background Color Hex:** A text input field.
- Foreground Color Hex:** A text input field.

'Save' buttons are present in the top right and bottom right corners of the tab area.

*Hint: Each enhancement includes an **Activate by Default** option. If selected, all of the student's assessments will include this accessibility option by default.*

The following table describes the **Display Enhancement** options.

Display Enhancements	Definition	Screen
Magnification	Magnification allows you to choose the amount of screen magnification during testing. You can choose between a magnification of 2x, 3x, 4x, or 5x.	

Display Enhancements	Definition	Screen
Overlay Color	The overlay color is the background color of the test. The default color is white; you may select an alternate color.	
Invert Color Choice	The invert color choice will cause the test background to appear black with white lettering. Use “Contrast Color” to change the display to a different color scheme.	
Masking	Masking is not available to students taking DLM assessments.	
Contrast Color	The contrast color section allows you to choose from several background and text color schemes.	

- Click **Save** to save all information and move on to the next tab.

9. Click **Language & Braille** to review and select the support option related to and Braille. Note that uncontracted Braille will be the only option on this screen available in DLM, and it will not be available until the spring 2015 operational test.

Summary Display Enhancements **Language & Braille** Audio & Environment Support System Independent

Save

☐ **Item Translation Display**
☐ Activate By Default
Default(Spanish-(SPA))

☐ **Signing Type**
☐ Activate By Default
Default(American Sign Language)

☐ **Braille**
☐ Activate By Default

☐ **Keyword Translation Display**
☐ Activate By Default
Default(Spanish-(SPA))

☐ **Tactile**
☐ Activate By Default
Audio File

Braille Usage
Preferred

Braille Grade Type
☐ Contracted
☒ Uncontracted

Braille Mark
☐ Highlight ☐ Italic
☐ Bold ☐ Strikeout
☐ Underline ☐ Color

Braille Status Cell Type
☐ Off ☐ Left ☐ Right

Braille Dot Pressure

Number Of Braille Cells

Number Of Braille Dots Default(6)

Save

10. Click **Save**.

11. Click **Audio & Environment Support** to review and select support options related to read aloud and switch use.

Summary

Display Enhancements

Language & Braille

Audio & Environment Support

System Independent

Save

☐ **Auditory Background**

☐ Activate by Default

☐ **Breaks**

☐ **Additional Testing Time**

☐ Activate by Default

☐ Unlimited

☐ Specify Time Multiplier

☒ **Spoken Audio**

☒ Activate by Default

Voice Source

☐ Human

☒ Synthetic

Read At Start

☐ True

☒ False

Spoken Preference

☐ TextOnly

☒ Text & Graphics

☐ GraphicsOnly

☐ NonVisual

Audio for directions only

☐ True

☒ False

☐ **Switches**

☐ Activate by Default

Scan Speed (seconds)

Automatic Scan - Initial delay

☐ Value in seconds

☐ Manual Override

Automatic Scan Repeat Frequency


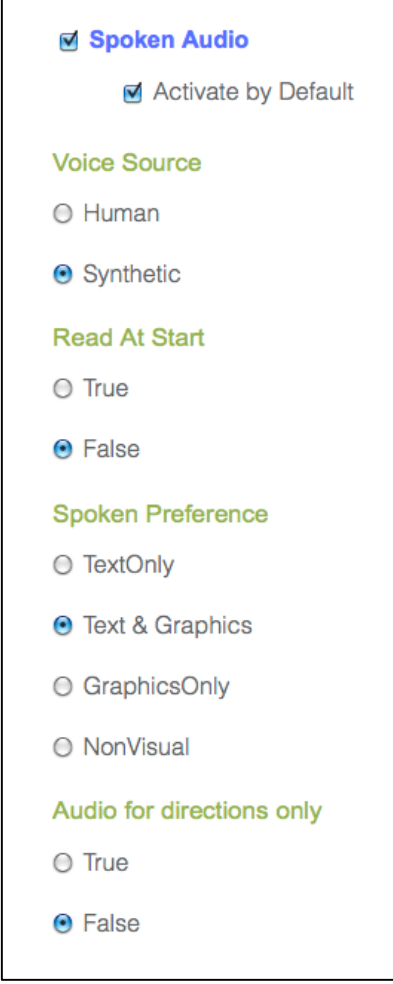
☐ 1 ☐ 4

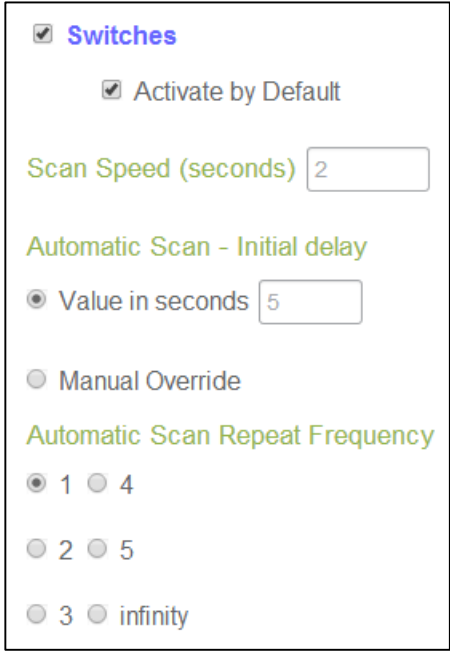
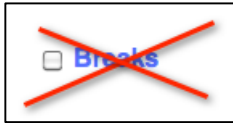
☐ 2 ☐ 5

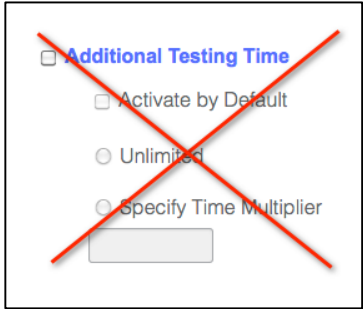
☐ 3 ☐ infinity

Save

The following table describes the **Audio & Environment Support** options.

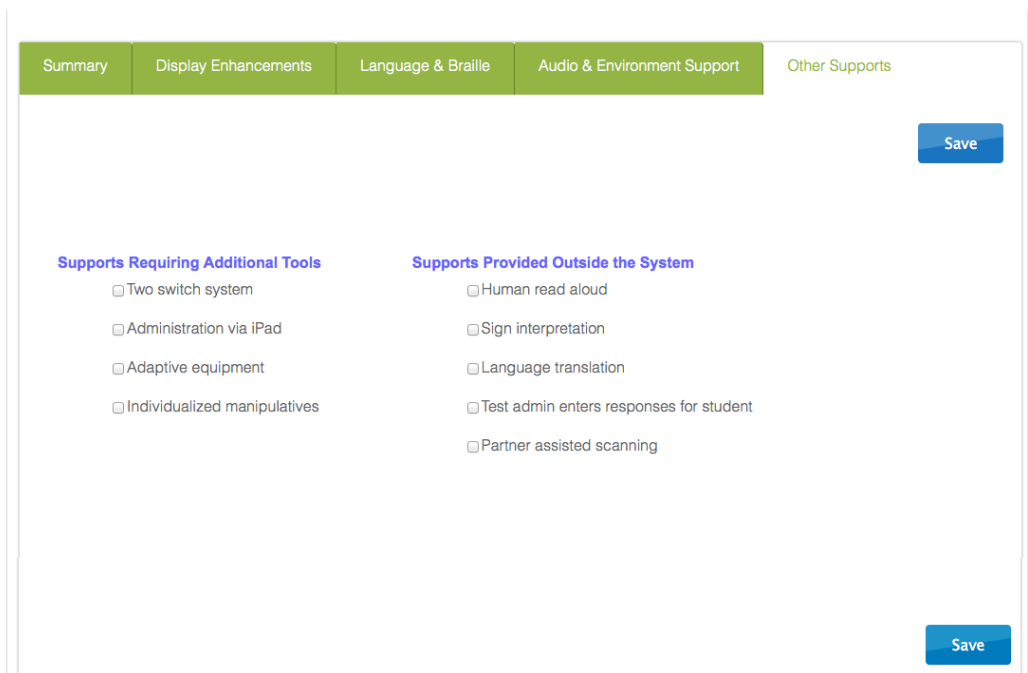
Audio & Environment Support	Definition	Screen
Auditory Background	Auditory background is not currently available in DLM.	
Spoken Audio	<p>The graphic to the right indicates which features are currently available.</p> <p>For Voice Source, specify Synthetic since Human is not yet available.</p> <p>For Read at Start, specify False since this feature is not yet active.</p> <p>Using Spoken Preference, you can indicate which elements of a question should be read to the student. The system does not read the directions. Educators will continue to need to read the directions to the student.</p> <p>Audio for directions only is not available, please choose False.</p>	

Audio & Environment Support	Definition	Screen
<p>Switches</p> <p><i>Single-switch system</i> – Scanning is activated using a switch set up to emulate <i>Enter</i> on the keyboard.</p> <p><i>Two-switch system</i> - The system automatically supports two-switch step scanning.</p>	<p>Note: Single switch access should be selected for users requiring one switch automatic scanning.</p> <p>Two-switch access does not require any activation in PNP. Any student can use two switches set to <i>Tab</i> to move between choices and <i>Enter</i> to select.</p> <p>Activate by Default does not change how a switch works with the system.</p> <ul style="list-style-type: none"> ■ Scan Speed (seconds) – The number of seconds that a particular item or row will be highlighted and available for selection before the system moves to the next item or row. The scan speed must be equal to or greater than the value entered under “Automatic Scan-Initial Delay”. ■ Automatic Scan-Initial Delay Allows you to specify whether scanning will begin automatically when a page appears. Value in seconds determines how long the system waits to begin scanning items after a page appears. Manual Override allows you to specify that the system will wait for the test taker to select the switch to initiate the scanning on a page. ■ Automatic Scan Repeat Frequency – Determines how many times the system will repeat the scan cycle before stopping when a selection is not made. 	
Breaks	Not relevant for DLM assessments.	

Audio & Environment Support	Definition	Screen
Additional Testing Time	Not relevant for DLM assessments.	

12. Click **Save** to save all information and move to the next tab.

13. Click **Other Supports** to review and select other support options.



Summary Display Enhancements Language & Braille Audio & Environment Support **Other Supports**

Save

Supports Requiring Additional Tools

- ☐ Two switch system
- ☐ Administration via iPad
- ☐ Adaptive equipment
- ☐ Individualized manipulatives

Supports Provided Outside the System

- ☐ Human read aloud
- ☐ Sign interpretation
- ☐ Language translation
- ☐ Test admin enters responses for student
- ☐ Partner assisted scanning

Save

Other Supports	Definition
Supports Requiring Additional Tools	
Two switch system	Two-switch scanning does not require any activation in PNP. The system automatically supports two-switch step scanning, with one-switch set up to emulate the "Tab" key to move between choices, and the other switch set up to emulate the "Enter" key to select the choice when highlighted.
Administer via iPad	Students are able to take the assessment via an iPad. Other tablet options are not available at this time.

Other Supports		Definition
Adaptive equipment		Educators may use any familiar adaptive equipment needed for the student. While educators are able to test devices beforehand, we cannot guarantee all devices are compatible (e.g., keyboard, mouse, touchpads).
Individualized manipulatives		Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).
Supports Provided Outside the System		
Human Read Aloud		If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student.
Sign Interpretation		Sign is not provided via the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL), Exact English, or personalized sign systems.
Language translation		For students who are English learners or respond best to a language other than English, test administrators may translate the text for the student. Language translations are not provided via the computer.
Test admin enters responses for student		If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators are able to key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.
Partner assisted scanning		PAS is a strategy in which test administrators assist students with scanning, or going through, students' answer choices. Students make indications when their desired choices are presented.

14. Click **Save**.

15. After all settings have been saved, you will be redirected to the **Summary** page. This page should now display all of the options selected for students during the PNP assessment.

Jake Ballard

Summary

Display Enhancements

Language & Braille

Audio & Environment Support

System Independent

Student Demographics

Current Profile Settings

Edit Settings

FIRST NAME:

 Jake

MIDDLE NAME:

 Not Available

LAST NAME:

 Ballard

STATE ID:

 808027

GRADE:

 Not Available

GENDER:

 Not Available

DATE OF BIRTH:

 Not Available

Spoken

User Spoken Preference :

 textandgraphics

Read At Start Preference :

 false

Spoken Source Preference :

 synthetic

Directions Only :

 false

16. To change a setting, click **Edit Settings** and return to the tabs, saving changes on each screen. Log the student out of KITE and back in for the changes to take effect.
17. Click the **X** to close the pop-up window.

References

Higher Education Opportunity Act, P.L. 110-315, § 103(a)(24) (2008)

Thompson, S.J., Morse, A.B., Sharpe, M., & Hall, S. (2005, August). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of students with disabilities* (2nd ed.). Washington, DC: Council of Chief State School Officers. Retrieved from http://www.osepideasthatwork.org/toolkit/accommodations_manual.asp

Thurlow, M., Ysseldyke, J., & Elliott, J. (1997). *Increasing the participation of students with disabilities in state and district assessments* (Policy Directions No. 6). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from <http://education.umn.edu/NCEO/OnlinePubs/Policy6.html>